Paper Reference(s) BHS01
Pearson BTEC Level 1/Level 2 Tech Award

Health and Social Care

COMPONENT 1: Human Lifespan Development

Pearson Set Assignment

January 2023

Time: 6 hours (approximately)

Y76340A

Pearson

YOU MUST HAVE

Nil

YOU WILL BE GIVEN

Nil

INSTRUCTIONS

This assessment may be given to learners as soon as it is received. This assessment is for use with the December 2022 – January 2023 moderation series. Please refer to the Administrative Support Guide for further information and mark submission deadlines.

Instructions to Learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 6 supervised hours to complete.

This is divided into approximately:

- **1·5 hours to complete Task 1**
- **1·5 hours to complete Task 2**
- **1 hour to complete Task 3a**
- **2 hours to complete Task 3b.**

These timings are for guidance only, but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

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Instructions to Learners continued.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work MUST be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

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Instructions to Learners continued.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access, such as your own course notes and access to the internet to source audio/visual content. They cannot give you feedback about how to improve your work, or guide you to solutions to any questions or problems in the tasks.

Vocational context

When working in health and social care it is important to understand how humans grow and develop physically, intellectually, emotionally and socially, through each of the six life stages.

Having a good understanding of the human lifespan means you can identify when factors or life events are positively or negatively impacting on this process.

Tasks

Task 1 – PIES growth and development through life stages

Produce a report on the physical, intellectual, emotional and social (PIES) growth and development that occurs in the life stages of early childhood and early adulthood.

Your report must include:

- **how an individual's PIES characteristics grow and develop through the life stages of early childhood and early adulthood**
- **how the PIES characteristics change from early childhood to early adulthood.**

Learning outcome covered

Outcome A: Understand human growth and development across life stages and the factors that affect it

(continued on the next page)

1 continued.

Checklist of evidence required

Your report can take ONE of the following formats:

- **a written response which can include supporting images**
- **an audio or video recording of you**
- **a presentation which can include any combination of:**
  - **– text**
  - **– images**
  - **– audio/video content lasting no more than 3 minutes.**

Supervised hours to complete the task

You will need approximately 1·5 hours to complete Task 1.

(Total for Task 1 = 12 marks)

Task 2 – Impact of different factors on PIES growth and development through the life stages

Produce a report on how specific factors can affect the PIES growth and development of individuals in the life stages of early childhood and early adulthood.

Your report must include:

- **how the factors of religion and hearing impairment impact the PIES growth and development of individuals in early childhood and early adulthood**
- **the reasons why there is a difference in the impact of the factors between the given life stages.**

Learning outcome covered

Outcome A: Understand human growth and development across life stages and the factors that affect it

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2 continued.

Checklist of evidence required

Your report can take ONE of the following formats:

- a written response which can include supporting images
- an audio or video recording of you
- a presentation which can include any combination of:
  - text
  - images
  - audio/video content lasting no more than 3 minutes.

Supervised hours to complete the task

You will need approximately 1·5 hours to complete Task 2.

(Total for Task 2 = 12 marks)

Task 3a – Impact of life events on PIES growth and development

Read the case studies on James and Alisha provided in Appendix 1.

Produce a report that considers how each of their life events has impacted on their growth and development physically, intellectually, emotionally and socially.

Learning outcome covered

Outcome B: Understand how individuals deal with life events

(continued on the next page)

3a continued.

Checklist of evidence required

Your report can take ONE of the following formats:

- **a written response which can include supporting images**
- **an audio or video recording of you**
- **a presentation which can include any combination of:**
  - **– text**
  - **– images**
  - **– audio/video content lasting no more than 3 minutes.**

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3a continued.

Resources needed

Case studies for Task 3a and 3b which can be found in Appendix 1 on pages 17 to 19.

Supervised hours to complete the task

Learners would need approximately 1 hour to complete Task 3a.

(Total for Task 3a = 12 marks)

Task 3b – How individuals adapt to life events

Produce a report on how James and Alisha, in the case studies provided in Appendix 1, have adapted to life events.

Your report must include:

- **the different sources and types of support James and Alisha accessed to adapt to their life events**
- **the character traits that influenced how James and Alisha coped with their life events**
- **a comparison of the ways that James and Alisha adapted to their life events and the role that support played**
- **an additional source of support for each individual that is not already mentioned in the case studies and reasons why these sources might be appropriate to James' and Alisha's life events.**

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3b continued.

Learning outcome covered

Outcome B: Understand how individuals deal with life events

Checklist of evidence required

Your report can take ONE of the following formats:

- **a written response which can include supporting images**
- **an audio or video recording of you**
- **a presentation which can include any combination of:**
  - **– text**
  - **– images**
  - **– audio/video content lasting no more than 3 minutes.**

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3b continued.

Resources needed

Case studies for Task 3a and 3b which can be found in Appendix 1 on pages 17 to 19.

Supervised hours to complete the task

Learners would need approximately 2 hours to complete Task 3b.

(Total for Task 3b = 24 marks)

TOTAL FOR SET ASSIGNMENT = 60 MARKS
END OF TASK

Appendix 1: Case studies for Task 3a and 3b

Case study 1

James is aged 15. Until recently he was an enthusiastic and positive member of his local scout group where he particularly enjoyed the weekends away camping.

Recently he has become more anxious and is avoiding social situations as he does not feel comfortable with people he is not very familiar with.

Six months ago, his grandmother died, he had been very close to her as she had helped his mother bring James up. James is struggling to come to terms with the bereavement. James has been referred to a bereavement counsellor, which he is finding useful.

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Appendix 1 continued.

His scout leader has stayed connected with James and has been very supportive, and James still sees a close group of his friends who he has been camping with. He is hoping to start going back to scout meetings in the future.

Case study 2

Alisha is aged 55. Over the recent months Alisha has been suffering from depression. This has affected her relationships with her two daughters. The depression started shortly after her husband died unexpectedly.

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Appendix 1 continued.

She has been prescribed antidepressant drugs. These have helped although she does not like taking them because of the side effects she has been having. She has also been referred to a counsellor who is using talking therapy with her. Although she struggles to see how talking can help her feel better, she has agreed to continue with the therapy. Her counsellor thinks that Alisha's low self-esteem is making it harder for her to cope with her situation.

Alisha's daughters are concerned about her, they have invited her to come around to their houses to see her grandchildren, but she always has a reason she cannot come. They have offered to do some shopping for her on the days where she can't face going out and spent some time helping her with household tasks if she wants them to.